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ABSTRACT

The teaching of reading is an important aspect of the total Adult Basic Education (ABE) program. The basic problem was: How is the teaching of reading in Nebraska being carried out? In trying to answer this question the document lays the groundwork by opening with a review of related literature and then discusses in detail the type of data collection used in the survey. Two variables remained constant: the size of the ABE programs and the students enrolled (one group mainly English speaking and a second group who used English as a second language). The data gathered is presented in 28 tables and discussed together with the general findings on reading material used, techniques and methods, medium and equipment, measurement and evaluation of reading progress, comprehension, and retention. The author concludes that previous 1970-71 findings have been replicated, that a clearinghouse on information is needed, and that there is congruency in procedures and materials used in regard to the size and population of the program. Included are three appendixes (a research questionnaire, a bibliography, and a selected source list). (BP)

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For:

Nebraska State Department of Education
Lincoln, Nebraska

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The Teaching of Reading in ABE

Survey Report 1973

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FORWARD

Adult Basic Education, the teaching of English as a second language, adult high school education, the equivalency diploma and GED programs have all gained considerable attention and sophistication in the past several years. Each of these programs has also grown in the number of people reached annually. As these programs begin to mature, program planners and researchers need to direct their attention to specific elements of each program and attempt to provide additional clarity, knowledge, and understanding of their effectiveness.

The purpose of the survey being reported was to direct some attention to a specific element--namely, the teaching of reading to adults enrolled in ABE programs. By analyzing what is being used in the State of Nebraska regarding reading materials, what techniques are proving successful in the teaching of reading, and how the effectiveness of these efforts is measured, it was felt that a better understanding of this teaching element and its future needs would be provided. Consequently, it is hoped that this report will provide guidance to teachers and administrators working with adult education programs and become a basis for further research and deliberation.

The work of Mr. Hal Smith and Mr. Charles Dull in collecting and developing this empirical information contained within this report is highly appreciated. In addition, the numerous ABE teachers, counselors, and administrators throughout the State of Nebraska who cooperated in this effort much be thanked. Hopefully this report will repay them for their efforts.

Roger Hiemstra
Project Coordinator

November 21, 1973

W. C. Meierhenry
Department Chairman

CHAPTER I

INTRODUCTION

General Statement

Adult Basic Education (ABE) literature repeatedly proclaims the awesome statistics of the numbers of adults at below a high school level of education. In Nebraska, for example, that figure hovers near the 50% level. In other words, almost one-half of the adults in the state could be considered educationally at a disadvantage. A high school diploma or certificate does not always guarantee a high paying job but, a high, positive correlation of job security (obtaining and retaining a job, obtaining job promotions, and salary earned) with the amount of education achieved is found consistently in sociological and educational research.

The teachers within the ABE classroom and the program administrator, while cognizant of these statistics, are also aware that a variety of social and psychological forces impinge upon and often defeat the undereducated adult in spite of a teacher's or administrator's educational expertise. Consequently, any effort that will in some measure provide the ABE professional with a better understanding of how to deal with these forces should be welcome. This study effort attempted to do just this by focusing on and providing more information about one aspect of the total ABE picture: The teaching of reading to adults.

The Importance of Reading Ability

Adult Basic Education programs have been designed to help provide to disadvantaged adults some basic skills for becoming a dependent individual:

> ... to help eliminate such inability (speaking, reading, and writing) and raise the level of education of such individuals

> with a view of making them less likely to become dependent upon others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.[1]

Central to providing these skills is learning to read and communicate.[2]

The provision of these reading and communicating skills must rest upon the shoulders of the skilled adult education teacher:

> The need for trained reading personnel who understand adult learning problems and know how to conduct teacher training programs in reading is essential if the quality of classroom instruction in Adult Education is to be improved.[3]

The implications of the above thoughts for education are numerous. One implication is that the adult educator must find ways to assess the needs of individuals regarding reading and communicating skills. Related to this is the fact that means for helping those individuals in need find their way into the ABE classroom must also be determined. Another implication is that the teaching of reading to adults is a skill that requires special kinds of training. The adult education profession, by and large, has the responsibility to provide this training. Finally, another implication to be mentioned here is that the development and identification of curriculum materials related to the teaching of reading must be carried out. Hopefully, this study will provide some data in regard to each of these points.

The Need to Identify Reading Materials

The teaching of reading to adults has prompted the rapid development of potential curriculum materials:

> ... the teaching of reading is a field about which adult educators have amassed a reassuringly large amount of knowledge and experience on which the teacher can draw.... He has at his disposal a variety of approaches, techniques, teaching aids, and publications with which to embark on this journey of literacy.[4]

Unfortunately, this large amount of information can be both an advantage and a disadvantage for the adult education teacher. Too many materials can confuse the student. Consequently, the need exists to at least identify those materials most in use in Nebraska to help both the teacher and the program administrator begin to make some judgments about what to use.

Problem and Purpose

As was noted earlier, the teaching of reading is an important aspect of the total ABE program. Thus, in designing this study it was decided that some understanding of how well ABE graduates in Nebraska learn was needed. Basic to this, of course, is reading and communicating skills. Therefore, the problem for this study was the following question: How is the teaching of reading in Nebraska being carried out?

To provide some answers for this question, the following were the purposes of the study.

1. To identify the reading materials utilized as curriculum guidelines in maximizing adult student reading progress.
2. To determine which techniques and methods are felt to be most successful in the teaching of reading.
3. To determine which media or pieces of equipment are felt to be efficient in promoting reading progress.
4. To determine how the student's reading progress is measured.
5. To identify those evaluation devices and materials utilized most regularly in measuring student progress.
6. To identify those evaluation devices and materials utilized most regularly in measuring reading comprehension.
7. To identify which evaluation devices and materials are utilized regularly in to measure reading retention.

Questions were asked regarding each of these purposes.

Limitations of the Study

This study had three major limitations. The first of these dealt with a limitation that is always found when asking questions of people: The reliability of their answers. Consequently, an assumption made was that people answer questions to the best of their ability and that the data received were usable in an initial study such as this one.

Another limitation centered around the instrument utilized to gather the information. It was difficult to design an instrument for the data collecting task of this study and the subsequent answers no doubt could have been misinterpreted. Additional discussion pertaining to the instrument is contained in Chapter III.

A final limitation to be discussed here deals with who filled out the instrument. In some communities, each teacher of adults completed a questionnaire. However, in other communities the program administrator completed the questionnaire. Obviously, some finding differences were related to these two circumstances.

Definition of Terms

Certain Terminology used in this report requires definition. Unless noted otherwise, the following definitions are assumed:

Adult Basic Education (ABE)--Instruction in communicative, computational and social skills for adults whose inability to use these skills lessens their getting or retaining employment commensurate with their real ability. This usually includes instructions for adults whose educational attainment is below eighth grade level.

Adult--Any person who has reached the maturity level where he has assumed responsibillity for himself and sometimes others and who has assumed a productive role in his community.

Adult Education--Relationship between a student and an educational agent in which the agent provides and/or supervises a series of related learning experiences for the student.

Disadvantaged Adult--Any person who has not achieved an educational level that permits him or her to enjoy the privilege of full citizenship, to earn a living and the opportunity to appreciate the social, cultural and personal growth opportunities that are available in his community.

English as a Second Language--The study of English by an individual who actively communicates verbally and graphically with a language other than English.

General Educational Development--Curriculum consisting of organized learning experiences designed to increase skills, knowledge and understanding in the academic areas of social studies, English, literature, science and mathematics. Adults who successfully pass the GED test, earn GED equivalency certificates that permit them to enter colleges or universities, vocational schools or a variety of other training programs.

Model--A representation of something (i.e. a particular organizational design, a system for learning, etc.) that can be replicated.

Reading--The act of recognizing the oral equivalent of the written symbol.

Outline of the Study

The second chapter reviews some literature related to the teaching of reading to adults. Most of the literature pertains to a more general discussion of the topic. Only a few studies or reports in Nebraska have dealt with the subject.

Chapter III describes the design of the study and includes the following: 1) a discussion of the procedures employed to collect the data including a description of the data collecting instrument, 2) a description of the participants in the study, and 3) a discussion of the data analysis and display scheme.

Chapter IV contains a display and discussion of the findings. This chapter includes numerous tables to help present the data.

The final chapter discusses the implications of the findings and draws some general conclusions. The chapter also contains a brief summary of the study, suggests further use of the findings, and indicates some further research needs.

References

[1]The Adult Education Act, Title III, P.L. 91-230, 1966, and the 1970 Amendment, Department of Health, Education, and Welfare, Office of Education, Washington, D.C., 1966, 1970.

[2]Curtis Ulmer, Teaching the Disadvantaged Adult (Washington, D.C.: National Association for Public Continuing and Adult Education, 1969), p. 66.

[3]Donald W. Mocker, Institute Director, Training Model for Adult Basic Education Reading Teachers (Kansas City: University of Missouri, Adult Basic Education Reading Institute, 1970), p. 1.

[4]Ulmer, op. cit., p. 56.

CHAPTER II

SURVEY OF SELECTED LITERATURE

Introduction

Materials, advice, reports, and books dealing with the teaching of reading to adults are in abundant supply. However, not many attempts have been made to assess their effectiveness or to analyze how the teacher on the firing line learns about them or how the teacher uses them. The content of this literature review is relatively general in order to give the reader some sense of what this topic deals with. Where it is possible, ties will be made between the cited materials and their usability by Nebraska teachers.

The Teaching of Reading to Nebraska Adults

To date there have not been any doctoral studies in Nebraska that deal with the teaching of reading to adults. However, the Department of Adult and Continuing Education and the University of Nebraska in cooperation with the Adult Education Division of the State Department of Education has carried out two evaluation studies which included some related data.

A 1970 study looked at the kinds of testing devices utilized in local ABE programs. Various testing devices used in the area of reading were reported.[1] In addition, these same directors and teachers reported a very diverse list of materials used as instructional materials in the teaching of reading.[2]

The 1971 study found similar data. In quantifying the information, it was found that approximated one-half of all instructional materials dealt with the area of the teaching of reading to adults.[3] At the same time, several new curricular materials were discovered in use showing the diversity and growth

of materials on the teaching of reading.[4]

It is also interesting to note that the program directors reported in the 1971 study that they favor a state wide committee that would be charged with the identification of materials:

> ...their arguments for such a procedure were: need for uniformity, variety of available materials too great for personal review with no guidelines and without considerable cost of time.... It is suggested that a state wide committee could develop criteria, guidelines, and/or a selection process which would assist local directors in material selection.[5]

Another effort in Nebraska that focused some attention on the teaching of reading was a 1972 ABE Teacher Workshop. Conducted by the Department of Adult and Continuing Education at the University of Nebraska campus, this workshop provided some in-service training and graduate credit to 30 participants. One of the expressed needs by many of the participants was for assistance in the area of the teaching of reading. One of the resource persons for the workshop was a specialist in the area of English and reading. He presented a variety of information on resource or text materials, suggested ways of utilizing the materials, and helped participants solve some of their individual problems related to the teaching of reading to adults.[6]

General Information on the Teaching of Reading

Reading Methods - Several kinds of methods in the teaching of reading have been found to be effective and usable. Each has merits in certain situations, but none is applicable to all students at all different levels. Ulmer suggests what he considers as the best approach:

> ...The eclectic approach is best--a judicious mixture of methods and techniques served in individual doses by a flexible, sensitive teacher who knows the advantages of each.[7]

His suggestions are supported in a variety of sources and studies. Researchers have spent countless dollars and hours in trying to identify the

best methods for teaching adults how to read. They have failed to reach any definite conclusions and have failed to come to any agreement as to the steps even to be taken in determining the best methods. In short:

> ...Remedial reading teachers do some of their most effective work with the driver's manual, the telephone book, and the Sears, Roebuck catalog. They can do it because they know their students.[8]

There has been some research carried out for purposes of comparing the various methods utilized in the teaching of reading to adults. In one study, teachers were given latitude to adapt their methods to the needs of the student, but within the general confines of two basic approaches to the teaching of reading. One approach involved using the initial teaching alphabet (i/t/a); another approach involved the utilization of traditional orthography (t.o.). Two major conclusions and recommendations evolving from the comparison of the approaches are as follows:

> --There is no reason to expect slow learners to respond any more positively to compacted type courses then they did to public school instruction. Potential participants in ABE programs should be carefully screened and assigned to differentiated programs where the pace and expectations are adapted to their capacities.
>
> --The i/t/a approach facilitates the teaching of reading to illiterate or functionally illiterate adults. The t.o. approach tends to satisfy the needs of adults who show a preinstructional achievement level at the fourth grade or better.[9]

Thus, it would appear that there are no cookbook formulas for teachers to follow in the teaching of reading. The methods will depend on the skill of the teacher, the level of the student, and probably the interaction between other students in the classroom. The teacher of adults will probably be most successful if they are well trained to understand the adult and his or her need, if they use a sound testing and measuring system, and if they feel comfortable in utilizing a particular method.

Testing Method - A careful assessment of each student's reading ability will no doubt help the teacher in choosing appropriate teaching materials and techniques. This assessment should be done as soon as the student enters the classroom and reassessment should be done at regular intervals in order that the rate of progress can be determined and necessary changes by the teacher can be made.

Ulmer recommends two types of informal tests for assessing a student's starting point and potential reading ability:

1. A ten-minute word recognition test.
2. A single oral reading test.

For later retesting he suggests:

3. A graded paragraph test.[10]

He also notes that standardized tests with several forms can be used after a student has demonstrated some progress.[11]

In a special research effort, Robinson examined the use of the "cloze" procedure* using a group of adults with limited reading ability. This research sought to test three types of close construction as predictors of a standardized reading test. The results of this survey indicated that a positive feeling was held toward the cloze procedure, providing the teacher with a potential alternative testing device.[12]

Even given the availability of new tests, informal tests, or standardized tests, their usability with the adult student is somewhat limited:

> There are few tests that have been developed or adapted for use with illiterate adults. The lack of tests or norms for adults with low literacy that can be used for diagnosis, assessing ability, and criterion measures regarding achievement is a major restriction on both program effectiveness and research.[13]

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*The Cloze procedure developed by Wilson Taylor is "the deletion of a certain number of words from a prose selection in some predetermined manner, and then having the person taking the test replace the deleted words." (Robinson, p. 87)

It is obviously important that a teacher know something about the entry level, reading and communication ability of a new adult student. For example, one study found that on the average, the greater a subject's initial competence in English, the greater his mean gain on a post-test measure of reading ability.[14] However, it is equally obvious that there are also no "perfect" tests upon which the teacher can rely. The teacher's skills, the tests utilized, and the curricular material selected will need to be carefully coordinated if the progress of each student is to be optimized.

Curricular Material - There are a variety and abundance of curricular materials related to the teaching of reading to adults. Almost every publishing house has gotten into the act in the past several years. Just to give some idea of the materials available, one recent publication listed 38 annotated sources for use in the teaching of reading.[15] One publishing source even distributes a programmed learning course for the teaching of reading to adults.[16] As a final example to be included here, the American Library Association has published a pamphlet containing 151 annotated descriptions of books for adults beginning to read.[17] These sources tiplify the variety and kinds of curricular materials from which a teacher can choose.

However, the quality and usability of some of these materials is questionable:

> In spite of recently published materials, there is still a lack of appropriate materials for ABE which have high interest levels but low reading difficulty levels.[18]

Not all people will agree with the above comment or at least some will take partial exception to it. Even given the availability of some good material, though, what is needed now are efficient means for putting the most appropriate of the existing materials into the hands of each adult student.[19]

Perhaps the help for the teacher in answering what to select as curricular materials can come from understanding what it is that the adult student prefers to read. A study in New York of 174 adult illiterates provides some clues along this line. This research showed that they preferred titles of a realistic nature. In other words, the illiterate adult is not interested in reading materials which have no visible value for him or her. Adults want to learn to read so that they can hold better jobs and take better care of themselves and their families. They are not interested in children's fantasy, nor are they interested in the adult equivalent of any childish fantasy.[20]

Thus, it becomes imperative that teachers and administrators find and use materials which are of interest to the ABE student. The interest and involvement of the student must match that of the teacher before effective education takes place. A well-trained teacher therefore is probably more critical than even the best possible curricular materials.

Training Teachers of Reading - The training of teachers of reading is an important element in the success of any ABE endeavor. Numerous workshops and courses are held each year for purposes of better equipping the ABE teacher to work with students. The workshop described earlier, for example, spent approximately 10% of its total time on this subject.[21]

Another training effort to be described here involved the development and implementation of a training institute for ABE reading teachers.

> Traditional preparation to teach reading in the self-contained classrooms in the elementary school or in developmental reading classes in junior high school is not sufficient for the teacher who must teach adults who are reading below the eighth grade level. This institute was designed to train fifty Adult Basic Education teachers with the main focus on understanding adult reading problems and the development of meaningful teacher training programs.[22]

Although the subject of the institute was reading, its primary purpose was to demonstrate the efficiency of a new model for teacher training:

> ...the idea we demonstrated is a simple one: Teachers, when selected carefully, can become competent teacher-trainers in a short period of time when that which they are being trained for is sharply defined, and when they can practice and master the techniques they will be using to train others.[23]

The ABE teacher also has a variety of source materials available with which to do some self-training. For example, Ulmer describes a process for learning how to improve one's teaching of reading to the disadvantaged adult.[24] Adamson's work includes suggested lesson plans and curricular materials.[25] In addition, materials like those by Verner and Davison provide important information on related aspects of the teaching of reading, such as the various psychological and physiological factors affecting learning and instruction.[26]

A Nebraskan teacher of reading to adults does not have an easy task. Nor is the route to obtaining the necessary skills an easy one. However, if the teacher can use methods and materials with which he or she is comfortable, much of the battle is won. Add to this the factor of student interests and preferences and the successful teaching of reading can be accomplished.

References

[1]University of Nebraska, Department of Adult and Continuing Education, Report of the Department, "Adult Basic Education Evaluation Report," (Hereinafter referred to as "1970 Report") (Lincoln, Nebraska University of Nebraska, Department of Adult and Continuing Education, 1970), p. 25.

[2]Ibid., pp. 27-30.

[3]University of Nebraska, Department of Adult and Continuing Education, Report of the Department, "Adult Basic Education Evaluation Report," (Hereinafter referred to as "1971 Report") (Lincoln, Nebraska: University of Nebraska, Department of Adult and Continuing Education, 1971), p. 54.

[4]Ibid., p. 62.

[5]Ibid., p. 64.

[6]University of Nebraska, Department of Adult and Continuing Education, Report of the Department, "Adult Basic Education Teacher Workshop" (Lincoln, Nebraska: University of Nebraska, Department of Adult and Continuing Education, 1972), p. 18.

[7]Curtis Ulmer, Teaching the Disadvantaged Adult (Washington, D.C.: National Association for Public Continuing and Adult Education, 1969), p. 64.

[8]William S. Griffith and Ann P. Hayes, Adult Basic Education: The State of the Art (Chicago: University of Chicago, Department of Education, 1970), p. 111.

[9]Ibid., p. 114.

[10]Ulmer, op. cit., p. 57

[11]Ibid., p. 58.

[12]Russel D. Robinson, "The Cloze Procedure: A New Tool for Adult Education," Adult Education, 23:2:87-89, 1973.

[13]Alan B. Knox, Adult Basic Education (New York: Columbia University, Teachers College, Center for Adult Education, 1967), p. 7.

[14]Griffith and Hayes, op. cit., p. 114.

[15]Harley K. Adamson, Methods and Materials in Adult Basic Education, Part V in Heuristies of Adult Education, edited Vincent J. Amanna (Boulder, Colorado: University of Colorado, Region VIII, Adult Basic Education Project, 1970), pp. 51-70.

[16]Programmed Reading for Adults, a series developed by Cynthia Dee Buchanan (New York: McGraw-Hill Book Company, 1966).

[17]American Library Association, Books for Adults Beginning to Read, Revised 1967 (Chicago: American Library Association, Adult Services Division, The Committee on Reading Improvement for Adults, 1967).

[18]Knox, op. cit., p. 8.

[19]Griffith and Hayes, op. cit., p. 111.

[20]Don A. Brown and Anabel Newman, A Literacy Program for Adult City-Core Illiterates: A Final Report, Project No. 6-1136 (Buffalo, New York: State University of New York at Buffalo, 1968).

[21]Department of Adult and Continuing Education, "Adult Basic Education Teacher Workshop," op. cit., p. 54.

[22]Donald W. Mocker, Institute Director, Training Model for Adult Basic Education Reading Teachers (Kansas City: University of Missouri, Adult Basic Education Reading Institute, 1970), p. 1.

[23]Ibid., p. 2.

[24]Ulmer, op. cit., p. 58.

[25]Adamson, op. cit., pp. 51-70.

[26]Coolie Verner and Catherine V. Davison, Psychological Factors in Adult Learning and Instruction (Tallahassee, Florida: Florida State University, Department of Adult Education, Research Information Processing Center, 1971).

CHAPTER III

DESIGN OF STUDY

The theme developed thus far is that the teaching of reading to adults is a complex subject. There are no shortcuts for the teacher in acquiring the skills necessary to do a good job. Thus, it seems logical to ask the question: How is the teaching of reading in Nebraska being accomplished? Some understanding of the methods and materials in use should provide some of the answers to this question and should provide some data for the future planning of reading programs and of efforts to train reading teachers.

Type of Study

This research endeavor utilized the contribution of field study techniques and the survey method involving a questionnaire. It was anticipated that the combination of information gathered from both attempts would provide the most comprehensive answers to the question raised above. No hypotheses were developed for testing; however, each of the purposes described in the First Chapter served to direct the various questions asked. Furthermore, it is expected that the results of this study will provide a better understanding of Nebraska's ABE program, prompt continued research, and promote a later testing of hypotheses.

Data Collection Procedures

The data collection procedures began with an initial case study of the three largest ABE programs in Nebraska: Lincoln, Omaha and Scottsbluff. Existing records and materials were sought pertaining to the level at which students began the program, their rate of progress, and how they finished the

ABE efforts and facilitated the design of the survey instrument.

The above case study provided enough data upon which to base a decision to concentrate a questionnaire survey on the topic of the teaching of reading. Consequently, a questionnaire was developed for use with ABE teachers and administrators. (Appendix A displays the instrument.)

The questionnaire was made up of two major sections. Section I concerned students who use English regularly. (Hereafter referred to as ELS - English Language Students). Section II concerned students who use English as a second language. (Hereafter referred to as ESLS - English as a Second Language Students). Within both of these sections the questionnaire was divided into an identical seven areas. Each area was subdivided into four ABE grade levels (grades 1-3, 4-6, 7-8, and GED-High School Equivalency) and requested the following information: 1) Which reading material (list specific name of the material, the publisher, and the edition) do you use in maximizing student reading progress; 2) which techniques and/or methods do you find most successful in teaching reading to adults; 3) which medium and/or piece of equipment do you find most efficient in promoting reading progress with adults; 4) how do you measure the reading progress of your students (be specific about procedures, observations and/or tests used); 5) which evaluative devices and/or materials do you use regularly to measure reading progress; 6) which evaluative devices and/or materials do you use regularly to measure reading comprehension; and 7) which evaluative devices and materials do you use regularly to measure reading retention? Under each of the four learning levels, the respondents were asked to list three specific items.

Each of the two sections was thus divided into seven areas, and each of the seven areas divided into four learning levels.

A lack of time prevented a thorough pilot-testing of the instrument. Consequently, the questionnaire contained some weaknesses that have limited the data. One editorial error involved the first section of the questionnaire. Levels 4-6, 7-8, and the GED category of the third major question (concerning medium or piece of equipment used) under Section I, ELS, were inadvertently left off the questionnaire. The three tables which list those variables will not, therefore, be compared with similar components from Section II, but instead will contain only the items in regard to Section II, ESLS.

Another weakness was the length of the questionnaire. While most of the returned questionnaires were completed fully in the first part of Section I and Section II, they became less complete toward the last part of each Section. A questionnaire structured with closed-ended statements (such as a check list) would have constitued a better constructed questionnaire and perhaps have elicited more complete responses.

Another limitation involved the problem of people not always completing an answer according to the specific instruction accompanying a question. This was especially notable concerning the instructions on the use of materials. The questionnaire asked the respondents to list the specific name of the material, the publisher, and the edition which the class used in maximizing student reading progress at each of the four learning levels. Many respondents did not list all three, making identification difficult. These listings were counted in the process of analyzing the data; in a large number of cases the incomplete listing will be tabulated in the tables without a specific reference; in some cases the materials were assumed to be a particular issue or edition.

Despite these limitations the assumption is made that respondents completed the instruments to the best of their ability. Consequently, it is

felt that the findings will provide some additional understanding of the ABE program and promote better program planning and instruction.

The Study Participants

During the span of time this study was being conducted, there were twenty-two programs of Adult Basic Eduction in the state of Nebraska. Each of the twenty-two locations received a number for the purpose of convenience during the analysis of the data. Of the five largest programs, four returned questionnaires. Of the seventeen smaller programs, thirteen returned questionnaires.

The list below displays the "small" programs and the "large" programs.

SMALL PROGRAMS	LARGE PROGRAMS
Alliance	Chadron
Beatrice	Columbus
Cozad	Lincoln
Fairbury	Omaha
Falls City	Scottsbluff
Grand Island	
Humboldt	
Kearney	
Lexington	
Macy	
McCook	
Minden	
Norfolk	
North Platte	
Niobrara	
Winnebago	
York	

Data Analysis and Interpretation

The analysis purpose of this study was to compare twenty-eight aspects of reading in Section I with the corresponding twenty-eight components in Section II. The two variables which were held constant were the size of the ABE programs (the five largest programs were designated the "large programs," and the remainder of the programs were designated the "small programs"), and the students enrolled in the ABE programs (one group comprised of those students who used English as their native tongue, and the other group composed of those students who used English as their second language).

This kind of comparison enabled the analysis to be summarized in a two by two contingency table.

The interpretation of the data will be assisted by tables. The tables are identified for each component and grouping. For example, Table 1.1 will be in regard to "Reading Material on Level 1-3, by English Language Students and Students Using English as Second Language, and by Large and Small Nebraska ABE Programs." In most cases the five most important items will appear in the tables. The "most important" refers to those items which meet the following priorities in the order listed: 1) among all the programs responding, what is the single most frequently mentioned item; 2) from any one program, what is the most frequently mentioned item; 3) if there are no items which would fulfill the first two priorities, what, if any, representative item or items (those which have been used in other levels) can be included; and 4) if there are items within each of the above priorities with the same number of frequencies, they will be alphabetically arranged in each table.

Each table will have the minimal identification of the items. This identification will consist of the necessary information to distinguish it

from the other items (if at all possible). Later appendix materials contain additional bibliographic and descriptive information for most of the items.

While the results of this study show the diversity within the seventeen program locations, the analysis is inconclusive as to the overall effectiveness of each program. It would be assumptive to rank one program above another program. To do so would imply that the more frequent an item is listed, the more proficient that item is than the others. That assumption, it seems, needs to be verified empirically with additional research.

CHAPTER IV

FINDINGS

As mentioned in the previous chapter, the data gathered have been displayed in twenty-eight tables with four tables for each of the seven areas studied. In the pages that follow, some of the general findings of the study will be briefly discussed. The discussion will focus primarily upon any comparisons that can be made regarding the approaches to reading used with students who use English regularly and those using English as a second language.

Throughout this chapter, references will be made implicitly and explicitly to Appendix A - The Research Questionnaire, Appendix B - A Partial Bibliography and Appendix C - A Selected Source List. The reader will find that a quick review of these Appendices at this time will prove to be helpful for maximizing an understanding of information contained within the tables.

The overriding intention in the chapter is to present the findings. Summary statements regarding the findings and implications will be dealt with in the next and final chapter.

Reading Materials

A cursory overview of the four Tables (Table 1.1, Table 1.2, Table 1.3, Table 1.4) indicates that there are very few examples of replication regarding the use of identical curriculum materials with ELS and ESLS populations. Table 1.1 reflects the use of the Mott Basic Language Skills Program and the Lyons and Carnahan piece Phonics We Use in both sections; however, this common usage appears to be an exception to the more eclectic selection pattern displayed on the four tables.

Table 1.1 Reading Materials Used

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 1-3	Rank	Levels 1-3	Rank
Mott Basic Language Skills Program (AEC)*	1	Newspaper: Know Your World (AEP)	1
Mott Basic Language Skills--Word Bank (AEC)	2	Mott Basic Language Skills--Word Bank and Book 160 (AEC)	2
Reading in High Gear (SRA)	3	Phonics We Use--Book D (Lyons and Carnahan)	3
New Phonics Skilltest (Merrill)	3	The sound Way to Easy Reading (Bremmer-Davis)	4
Phonics We Use (Lyons and Carnahan)	3	Sounds and Syllables (Regents)	5
Reading Laboratory Series (SRA)	4		
Programmed Reading for Adults (McGraw-Hill)	5		
Reader's Digest Readings: English as a Second Language (RDS)	5		
Mott Language Skills--300B (AEC)	5		

Small Programs

Levels 1-3	Rank	Levels 1-3	Rank
Reading Laboratory Series (SRA)	1	Beginning Lessons in English (Regents)	1
Language Master (Merrill)	1	Elementary Reader in English (Regents)	2
Mott Basic Language Skills--300A (AEC)	1	English Step by Step with Pictures (Regents)	3
Controlled Reader Story Book AA, BA, CA (EDL)	2	The Lopez Family (Steck-Vaughn)	4
Programmed Reading for Adults (McGraw-Hill)	2	Newspaper: News for You--ed. A, B- (Laubach Literacy)	5
Reading in High Gear (SRA)	2	New Self Taught Method for Greeks (Divy)	6
Mott Basic Language Skills--Book 2 (AEC)	2	Orientation in American English--Workbook I (IML)	7
Mott Basic Language Skills--300B (AEC)	2		

*For the sake of brevity, abbreviations of publishers are used. Appendix C lists the complete name and addresses of each publisher referred to in the tables.

Table 1.2 Reading Materials Used

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 4-6	Rank	Levels 4-6	Rank
Mott Basic Language Skills--600B (AEC)	1	Dimensions in Reading (SRA)	1
Mott Basic Language Skills--600A (AEC)	2	RFU General (SRA)	2
News for You (Laubach Literacy)	3	Learning 100 (EDL)	3
You and Your World (Fearon)	3	Spanish Made Simple (Doubleday)	4
Phonics We Use (Lyons and Carnahan)	4	Grade 4-6, 11b (SRA)	5
Mott Basic Language Skills--300B (AEC)	4	Newspaper: You and Your World (AEP)	6
New Phonics Skilltext (Merrill)	4		
Adult Reader (Steck-Vaughn)	5		

Small Programs

Levels 4-6	Rank	Levels 4-6	Rank
Reading Laboratory Series (SRA)	1	Second Book in English (Regents)	1
Reading in High Gear (SRA)	2	Reader's Digest Readings: Skill Builder (RDS)	2
Better and Faster Reading (Cambridge)	3	Building English Sentences (IML	3
Mott Basic Language Skills Program (AEC)	4	Graded Exercises in English(AEC)	4
You and Your World (Fearon)	4	Mott Basic Language Skills Program (AEC)	5
New Phonics Skilltext(Merrill)	5	Reader's Digest Readings: English as a Second Language (RDS)	6
Programmed Reading for Adults (McGraw-Hill	5		
Language Master (Merrill)	5		

Table 1.3 Reading Materials Used

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	Levels 7-8	Rank	Levels 7-8	Rank
	Mott Basic Language Skills--900A (AEC)	1	Grade 7-8, 111b (SRA)	1
	Mott Basic Language Skills--900B (AEC)	1	Literature I (Holt, Rinhart & Winston)	2
	News for You, Ed. A and B (Laubach)	3		
	GED Preparation (Cambridge)	4		
Small Programs	Levels 7-8	Rank	Levels 7-8	Rank
	Interpretation of Reading in Literary Materials	1	Everyday Dialogues in English (Regents)	1
	Interpretation of Reading Materials in Natural Sciences	2	A Job for You (Steck-Vaughn)	2
	Interpretation of Reading Materials in Social Studies	3	Drawing Conclusions (Barnett Loft)	3
	Listen and Read (EDL)	4	Mott Basic Language Series 900 to 1500 (AEC)	4
	Power Builders (SRA)	5	Newspaper: News for You, Ed. A and B (Laubach Literary)	5
	Programmed Reading for Adults (McGraw-Hill)	6	Practicing American English (McGraw-Hill)	6
			Reading Skill Builders (RDS)	7

Table 1.4 Reading Materials Used on GED Preparation Classes
by English Students and Students Using English as a Second Language,
and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
GED Preparation	Rank	GED Preparation	Rank
Controlled Reading Study (EDL)	1	RFU, General (SRA)	1
Concept Builder (SRA)	2	Reading Laboratory Series--IVa (SRA)	2
Activities for Reading I, II, III (Steck-Vaughn)	3	Literature II (Holt, Rinehart & Winston)	3
GED Science Preparation	4	Literature III (Holt, Rinehart & Winston)	4
High school certification through GED tests--Holt Basic Ed. Series (Hold, Rinehart & Winston)	5	Material from the citizenship examinations	5
Preparation for the High School Equivalency Examination (Cambridge)	6		

Small Programs

GED Preparation	Rank	GED Preparation	Rank
Controlled Reading Study (EDL)	1	Preparation for the High School Equivalency Examination (Cambridge)	1
Preparation for the High School Equivalency Examination (Cambridge)	2	How to Prepare for the High School Equivalency Examination (Barron's)	2
General Science	3		
Language Master (Merrill)	4		
Vocabulary Books 1 and 2 (Cambridge)	5		
How to Prepare for the High School Equivalency Examination (Barron's)	6		

It is interesting to note the limited relationship between the small programs and the large programs with regards to material use. The exception to this observation is the materials used in GED preparation classes (see Table 1.4).

Techniques and Methods

Other than the fact that ESLS data indicate a higher dependence upon structured approaches (Table 2.3), there are not any obvious distinctions regarding the methodology employed with the two populations.

One cannot help but note the emphasis upon individualized instruction at all age levels (Tables 2.1 - 2.4).

Medium and Equipment

The data for this section is limited due to the editorial error mentioned in Chapter Three. Even with the limited data, there appears to be evidence (Tables 3.2 and 3.3) for a greater availability of software and hardware varieties of equipment in large programs.

Measuring Reading Progress

One observation regarding the approaches to measurement of reading progress is that adult educators reported a more frequent use of instrumentation with the ELS population than ESLS population (Tables 4.1, 4.2, 4.3, and 4.4).

Reading Progress - Evaluative Devices and Materials

The data reported on this portion of the instrument were similar to the information surfaced for Measuring Reading Progress. Once again, the observation made above regarding the higher incidence of instrumentation with the ELS population is supported (Tables 5.1 and 5.2).

Table 2.1 Techniques and Methods Used in Teaching Reading

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 1-3	Rank	Levels 1-3	Rank
Phonetics	1	Similar to Words in Color	1
Individualized Instructions	2	Teaching sound first	2
Sight word recall from flash cards	3	Keep the materials simple	3
Teacher-pupil response	4	Oral work with the alphabet-vowel sounds and consonant sounds	4
Workbooks	5	Spanish, English Conversational Course	5

Small Programs

Levels 1-3	Rank	Levels 1-3	Rank
Phonetics	1	Oral-aural with picture	1
Individualized Instruction	2	Repetition drills	2
Sight word recall from flash cards	3	Explaining and trying new lessons together	3
Teacher-pupil response	4	Oral reading	4
Workbooks	5	Phonics to especially bilingual so as to distinguish between both languages and their similarities	5

Techniques and Methods Used in Teaching Reading

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	Levels 4-6	Rank	Levels 4-6	Rank
	Reading aloud, enunciation, paragraph meaning	1	Practice in general reading--especially oral reading	1
	Individual Reading	2	Spanish Made Simple (Doubleday and Co.)	2
	Phonetics	3		
	One-to-one method	4		
Small Programs	Levels 4-6	Rank	Levels 4-6	Rank
	Individual Reading	1	Drills	1
	Reading in Small Groups	2	Dialogues	2
	Drill	3	Funny papers	3
	Phonetics	4	Going over old material	4
			Listening to tapes while following the story in the book, then reading back to tape	5

Table 2.3 Techniques and Methods Used in Teaching Reading

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 7-8	Rank	Levels 7-8	Rank
Individual Reading	1	An Intensive Course in English (U. of Mich. Press)	1
Drill	2	English for New Americans	2
Reading aloud	3	English for New Language (Silver Burdett)	3
Spelling (corrective phonics)	4	Vocabulary study	4
Check for comprehension	5		

Small Programs

Levels 7-8	Rank	Levels 7-8	Rank
Individual Reading	1	Audio-Reading Progress Laboratory	1
Check for comprehension	2	Complete the Sentence, Game	2
Oral reading with discussion	3	Interest inventory: adult will choose a story or book of interest to himself. He will report or talk about the contents of it.	3
		Reading in English first, then interpeting when needed in Spanish	4
		Tape cassettes	5

Table 2.4 Techniques and Methods Used in Teaching Reading

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	GED	Rank	GED	Rank
	Individual Reading	1	Discussions: critical analysis, with emphasis on vocabulary	1
	Oral reading with comprehension check	2	Discussions: general interest topics, with emphasis on vocabulary	2
	Discussion of Literary Materials	3	Discussions: round tables, with emphasis on vocabulary	3
	Vocabulary Work	4		
	One-to-one method	5		
Small Programs	GED	Rank	GED	Rank
	Individual Reading	1	Newspaper: You and Your World (AEP)	1
	Oral reading with comprehension check	2		
	Discussion of literary materials	3		
	Vocabulary Work	4		
	One-to-one method	5		

Table 3.1 Medium/Equipment

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 1-3	Rank	Levels 1-3	Rank
Language Master (Merrill)	1	Language Master (Merrill)	1
Controlled Reader (EDL)	2	Tape recorder	2
Dolch Word Cards	3	Chalk board	3
Film Strips	4	Dolch Look Game	4
Individualize Instructional Material	5	Films	5
Tape recorder	6	Practice cards	6

Small Programs

Levels 1-3	Rank	Levels 1-3	Rank
Flash cards	1	Tape recorder	1
Phonics sound games	2	Language Master (Merrill)	2
Tape recorder	3	Chalk board	3
Dolch Word Cards	4	Cyclo-teacher	4
One-to-one instruction	5	Overhead projector and transparencies	5
		Spelltapes (Educational Progress Corporation)	6

No information available for levels 4-GED

Table 3.2 · Medium/Equipment

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs		Rank	Levels 4-6	Rank
	No information available for levels 4-6		Group exercise	1
			Individual usage of words	2
			Language Master(Merrill)	3
			Practice cards	4
			Trying to familiarize students with basic Spanish, English conversation	5
			Tape recorder	6
			Writing, reading, pronunciation of sounds, letters, and words	7
Small Programs		Rank	Levels 4-6	Rank
	No information available for levels 4-6		Tape recorder	1
			Chalk board	2
			Crossword puzzles	3
			Skill Builder (RDS)	4

Table 3.3 Medium/Equipment

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs		Rank	Levels 7-8	Rank
	No information available for levels 7-8		Controlled reader (EDL)	1
			Language Master (Merrill)	2
			Tachistoscope--speed-ioscope	3
			English for New Americans by Flint Chilton	4
			Learning 100 (EDL)	5
			Tape recorder	6
Small Programs		Rank	Levels 7-8	Rank
	No information available for levels 7-8		Building English Sentences Workbook	1
			Individual viewers	2
			Newspaper	3
			Skill Builder (RDS)	4
			Stimulate interest in reading of newspaper: discuss news	5
			Tape cassette	6
			Tape recorder	7

Table 3.4 Medium/Equipment

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs		Rank	GED	Rank
	No information available for GED level		Filmstrips	1
			Record player	2
Small Programs		Rank		Rank
	No information available for GED level			

Table 4.1 Measuring Reading Progress

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 1-3	Rank	Levels 1-3	Rank
Teacher observation through oral reading	1	Class observations	1
Observation and the readers ability to move to higher level	2	SRA Reading Lab and checking accuracy and progress through the lab	2
SRA reading tests	3	Don't test, students come in at a very low level of English knowledge	3
Dolch Basic Word Test	4	Oral conversation	4
Progress and self test in programmed materials	5	Sullivan Series check up tests	5

Small Programs

Levels 1-3	Rank	Levels 1-3	Rank
SRA reading tests	1	By their satisfaction	1
ABLE--Test I (Harcourt, Brace)	2	Class observations	2
Teacher observation through oral reading	3	Improvement in conversation	3
Distar Reading Progress-Test I	4	Own judgment of difficulty of material and their ability to handle it	4
Teacher made test	5	Student's ability to speak and understand	5
		Tests prepared by teacher	6
		Workbook progress	7

Table 4.2 Measuring Reading Progress

by English Students and Students Using English as a Second Language,
and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	Levels 4-6	Rank	Levels 4-6	Rank
	SRA reading tests	1	Group exercise	1
	Oral reading	2	Individual usage of words	2
	Stanford Achievement Test	3	Oral conversation	3
	ABLE Test (Harcourt, Brace)	4	Reviewing last week's lesson	4
	California Achievement Test	5	Students participate in areas where help is needed	5
	Teacher observation	6	Teacher prepared reading test: measure, no more than 3 errors to a page	6
			Trying to familiarize students with basic Spanish, English conversation	7
Small Programs	Levels 4-6	Rank	Levels 4-6	Rank
	ABLE Test (Harcourt, Brace)	1	Student's degree of satisfaction in attaining his goal	1
	California Achievement Test	2	Daily performance	2
	Informal comprehension test	3	Oral conversation	3
	ABE Test California Test Bureau	4	Publish a newspaper by each student writing a paragraph	4
	Iowa Test of Basic Skills	5	Students ability to speak and understand	5
			Tape recorder--ther replay after interval of 4-6 weeks	6
			Tests prepared by teacher	7

Table 4.3 Measuring Reading Progress

by English Students and Students Using English as a Second Language,
and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 7-8	Rank	Levels 7-8	Rank
Nelson Reading Test (Houghton-Mifflin)	1	Oral conversation	1
Stanford Achievement Test	2	Teacher prepared reading test on informal basis: measure, no more than 3 errors per page	2
ABLE Test (Harcourt,Brace)	3		
California Achievement Tests, Form I	4		
SRA Multilevel Reading Test	5		
Teacher observation	6		

Small Programs

Levels 7-8	Rank	Levels 7-8	Rank
ABLE Test (Harcourt, Brace)	1	ABLE Test I (Harcourt, Brace)	1
Iowa Tests of Basic Skills	2	ABLE Test II (Harcourt, Brace)	2
Progress in Mott Series	3	Classroom observation	3
Stanford Achievement Test	4	Oral questions and answers	4
Teacher Observation	5	Student's ability to speak and understand	5
ABE Test, California Tests Level M & N	6	Student's degree of satisfaction in attaining his goal	6
		Student's gaining of confidence in his ability to speak and understand	7
		Tape recorder, and replay after 4-6 weeks	8
		Volcabulary tests	9

Table 4.4 Measuring Reading Progress

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
	GED	Rank	GED	Rank
Large Programs	Diagnostic Tests, "Preparation for High School Equivalency," (Cambridge)	1	Celestia Danes--Reading Test--informal	1
	Paragraph reading and discussion	2	Reader's Digest Activities	2
	Nelson Reading Test, Forms A and B	3		
	SRA Multilevel Test	4		
	Teacher observation in class work	5		
	GED	Rank		Rank
Small Programs	California Tests	1		
	GED Handbook of Basic Science(Cambridge)	2		
	Nelson Reading Test (Harcourt, Brace)	3		
	Stanford Achievement Test	4		
	Tests that accompany workbook	5		

Table 5.1 Reading Progress--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 1-3	Rank	Levels 1-3	Rank
Observations	1	SRA Basic Reading Tests and workbook check up pages for regular measure	1
ABLE I (Harcourt, Brace)	2	Able to read a page in a beginning reader, making no more than three errors on a page	2
Comprehension on Programmed Materials	3	Advancement through the reading series	3
Dictation	4	Iowa Tests of Basic Skills	4
Graded materials	5	Personal (teacher) evaluation, not utilizing any commercial evaluative devices	5
		Reading orally in class	6
		Worksheets from Phonics We Use (Lyons and Carnahan)	7

Small Programs

Levels 1-3	Rank	Levels 1-3	Rank
ABLE I (Harcourt, Brace)	1	Teacher evaluation	1
Incidental testing is done with Dolch Word Test	2	End of chapter tests in the texts--Dixson	2
Iowa Tests of Basic Skills, Grades 4-9, multi-level edition (Houghton-Mifflin)	3	Mini-test	3
Tests of Adult Basic Education, Level E, California Tests (McGraw-Hill)	4	Oral discussion	4
Observations	5	Student's self-evaluation	5
		Tests in book	6
		Written homework as well as work on individual basis in classes	7

Table 5.2 Reading Progress--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	Levels 4-6	Rank	Levels 4-6	Rank
	California Achievement Test, Level M and D	1	Oral discussion	1
	Iowa Test of Basic Skills is given yearly by school	2	Reading Laboratory Series--11C Card Games (SRA) to check vocabulary	2
	Make use of questions and tests in text books, phonic books, controlled reading, study guide	3	Teacher prepared tests of vocabulary	3
	SRA Series is used as pre- and post- test for reading program	4	Trying to familiarize students with basic Spanish, English conversation	4
Small Programs	Levels 4-6	Rank	Levels 4-6	Rank
	Quizzes in their text books	1	Tests in book	1
	ABLE I (Harcourt, Brace)	2	My own judgment of chapter tests in texts--Dixson	2
	Oral reading	3	Oral discussion	3
	Iowa Tests of Basic Skills	4	Student's self-evaluation	4
	California Achievement Test, Level M and D	5	Tape recorder	5
	Dolch Word Test	6	Written home work as well as work on individual basis in classes	6
	Tests of Adult Basic Education, Level E, California Test (McGraw-Hill)	7		

Table 5.3 Reading Progress--Evaluation Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 7-8	Rank	Levels 7-8	Rank
Comprehension on programmed materials	1	Mott Basic Language Skills Program	1
Observations	2	New Modern Reading Skilltest (Merrill)	2
California Achievement Text, Level D	3	Oral discussion	3
California Test Bureau, Level D, Form 1, Tests 1 and 2	4	Reading Laboratory Series--IIC (SRA)	4
Iowa Test of Basic Skills	5		

Small Programs

Levels 7-8	Rank	Levels 7-8	Rank
ABLE II (Harcourt, Brace)	1	Mini-test	1
Oral reading	2	Teacher's own judgment	2
Quizes in their text books	3	Tape recorder	3
Iowa Test of Basic Skills	4	Tests in book	4
Tests of Adult Basic Education, Levels M and D, California Tests (McGraw-Hill)	5	Written home work as well as work on individual basis in classes	5

Table 5.4 Reading Progress--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
GED	Rank	GED	Rank
Test in text books in the area they are working	1	Iowa Tests of Basic Skills before and after learning to measure progress	1
English 2200 Tests	2	Teacher prepared: basic vocabulary test	2
Iowa Test of Basic Skills is given yearly by school	3		
Nelson Reading Test, grades 3-9, forms A and B	4		
Individual testing on Slosson, WRAT, Gray, Gilmore, Wide Range Vocabulary	5		
SRA reading series is given as pre- and post-test for reading program	6		
Stanford Acheivement High School Basic Battery Test 4, Form W	7		

Small Programs

GED	Rank		Rank
California Achievement Tests	1		
Preparation for High School Equiv. Test (Cambridge)	2		
High School Cert. Through GED Tests (Holt, Rinehart, and Winston)	3		
Iowa Test of Basic Skill	4		
Stanford Achievement Test	5		

The utilization of testing devices designed for specific texts and learning units prevailed as the top ranking evaluative procedure (Tables 5.1, 5.2, and 5.4); however, the strong reliance upon more objective, standardized instruments was reported at all levels.

Reading Comprehension - Evaluative Devices and Materials

The data gathered regarding this issue indicate a very eclectic approach to the selection and use of evaluative devices and materials concerning reading comprehension. Hopefully, the display of data will be helpful in assessing general use. There does not appear to be any evidence for generalizing conclusions regarding the ELS and ESLS populations.

Reading Retention - Evaluative Devices and Materials

Once again, there is no significant differentiation in approaches used with the ELS and ESLS populations. Most procedures are used interchangeably with the exception of oral discussion which is emphasized in work with ESLS (Tables 7.1, 7.2, 7.3).

Table 6.1 Reading Comprehension--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 1-3	Rank	Levels 1-3	Rank
Being able to apply what they have read in terms of their own knowledge	1	Reading Laboratory Series (SRA)	1
Individual and group discussions, asking questions concerning material for that particular lesson	2	Filling in blanks in phonics books	2
Laubach Skillbooks and stories to accompany each	3	Oral discussion	3
Oral discussion: ask student questions, have them discuss them	4	Personal evaluation	4
Reading tests within textbooks	5	Skill Builder (RDS)	5
Stanford Acheivement Tests	6	Sullivan tests	6
		Summarizing what they have read	7

Small Programs

Levels 1-3	Rank	Levels 1-3	Rank
ABLE I (Harcourt, Brace)	1	End of chapter tests in the text--Dixson	1
Iowa Tests of Basic Skill	2	Individual conversation and discussion	2
Phonics flash cards	3	Teacher evaluation	3
Textbook questions	4	Mini-test	4
Consumable workbooks	5	Oral discussion	5
Reading paragraphs or chapters of material with oral recitation as to understanding	6	Student's self evaluation	6
Reading Laboratory Series (SRA)	7	Tests	7
Student recall to teacher	8		
Teacher's own questions	9		

Table 6.2 Reading Comprehension--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

Large Programs

ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Levels 4-6	Rank	Levels 4-6	Rank
Individual & group discussion, asking questions concerning material for that particular lesson	1	Iowa Tests of Basic Skills	1
Nelson Reading Test, Grades 3-9, Forms A & B	2	Modern Reading Skills, check sheets (Merrill)	2
Pronunciation of sounds, letters and words	3	Oral discussion	3
Textbook questions	4	Familiarize students with basic Spanish, English conversation	4
Controlled Reading Book (EDL) machine work charted in book	5		
Tests in Cowles GED Manual (Cambridge)	6		

Small Programs

Levels 4-6	Rank	Levels 4-6	Rank
Telling about an article they have read	1	Conversation	1
ABLE I (Harcourt, Brace)	2	End of Chapter Tests in the Texts--Dixson	2
Iowa Tests of Basic Skills--tests V & R	3	Individual discussion	3
California Acheivement Test	4	Teacher evaluation	4
Oral teacher checks	5	Oral discussion	5
		Student's self-evaluation	6
		Workbook tests	7

Table 6.3 Reading Comprehension--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
	Levels 7-8	Rank	Levels 7-8	Rank
Large Programs	California Achievement Test	1	Iowa Tests of Basic Skills, beginning and final	1
	California Test Bureau, Level D, Form 1, Tests 1 and 2	2	Oral discussion	2
	Individual and group discussions	3		
	Iowa Tests of Basic Skills, beginning and final tests	4		
	Teacher observation	5		
	Levels 7-8	Rank	Levels 7-8	Rank
Small Programs	ABLE II (Harcourt, Brace)	1	Discussion groups at the table	1
	Iowa Test of Basic Skills, Tests V and R	2	Explain newspaper stories	2
	California Achievement Test	3	Individual conversation	3
	Controlled Reading (EDL)	4	Individual discussion	4
	Oral readings charted	5	Individual testing by oral conversation	5
	Paragraph summaries	6	Teacher's own judgment	6
	Reading materials and tests from other subjects science, social studies, etc.	7	Tests in book	7
	Reading Laboratory Series (SRA)	8	Workbook tests	8

Table 6.4 Reading Comprehension--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	GED	Rank	GED	Rank
	Iowa Tests of Basic Skills beginning placement test and final test results following instruction	1	Iowa Tests of Basic Skills beginning placement test and final test results following instruction	1
	Nelson Reading Test, grades 3-9, forms A & B	2		
	Oral reading--ask questions on what they read	3		
	Small tests over short articles, poems in text	4		
	Tests in Cowles GED Manual (Cambridge)	5		
Small Programs	GED	Rank		Rank
	California Achievement Test	1		
	Controlled Reading Study Guide (EDL)	2		
	High School Certification through GED Tests (Holt, Rinehardt, and Winston)	3		
	Iowa Test of Basic Skills	4		

Table 7.1 Reading Retention--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	Levels 1-3	Rank	Levels 1-3	Rank
	Observation	1	Discussions in English	1
	Follow up the following week	2	Encourage them to work, think, and act in English	2
	Iowa Tests of Basic Skills	3	Follow up the following week	3
	Controlled Reader, questions on reading (EDL)	4	Flashcards to measure retention of words	4
	Text recall through questions, oral and written	5	Iowa Tests of Basic Skills	5
			No concrete devices: questions and answers repeated	6
			Oral discussion	7
			Reading Laboratories Series (SRA)--we review these lessions	8
			Tests of Adult Basic Education	9
Small Programs	Levels 1-3	Rank	Levels 1-3	Rank
	Cumulative type of exercises in texts	1	End of chapter tests in the texts--Dixson	1
	ABLE Test (Harcourt, Brace)	2	In teaching English as a second language conversation	2
	Independent workbook activities at end of units of work	3	Mini-test	3
	Guided individual summarizing and student selected high-point discussion at end of unit of work	4	Teacher evaluation	4
	Self-made tests	5	Oral discussion	5
	Frequent oral review of skills learned	6	Student's self-evaluation	6
			Tests in books	7

Table 7.2 Reading Retention--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	Levels 4-6	Rank	Levels 4-6	Rank
	California Achievement Test	1	Iowa Tests of Basic Skills	1
	100 Controlled Reader Questions on Reading (EDL)	2	Oral discussion	2
	Make use of questions and tests in books, phonics books, controlled reading, study guide charting the process of student. Make use of Think and Discuss Events publication.	3	Reviewing last week's lesson	3
	Teacher observation	4	Students participate in areas where help is needed	4
	Test recall through questioning, oral & written	5	Trying to familiarize students with basic Spanish, English conversation	5
Small Programs	Levels 4-6	Rank	Levels 4-6	Rank
	ABLE I (Harcourt, Brace)	1	End of chapter tests in the texts (Dixson)	1
	Review and end of section tests in texts	2	Conversation primary goal	2
	Independent workbook activities at end of units of work	3	Mini-test	3
	Listening to tapes of student-selected recorded material	4	Teacher evaluation	4
	Sight word checkups: teacher made	5	Oral discussion	5
	Teacher made tests	6	Publish a newspaper: each student writes a paragraph	6
	Using films	7	Student's self-evaluation	7

Table 7.3 Reading Retention--Evaluative Devices and Materials

by English Students and Students Using English as a Second Language, and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	Levels 7-8	Rank	Levels 7-8	Rank
	California Reading Test	1	Iowa Tests of Basic Skills	1
	SRA--rate and comp.	2	Oral discussion	2
	California Achievement Test	3		
	Improved tests	4		
	Iowa Tests of Basic Skills	5		
	Tests in books	6		
Small Programs	Levels 7-8	Rank	Levels 7-8	Rank
	Audio-reading progress laboratory	1	Mini-test	1
	Iowa Tests of Basic Skills	2	Teacher's own judgment	2
	Guided individual summarizing and student selected high-point discussion at end of units of work	3	Tests in books	3
	Listening to tapes of student-selected recorded material	4		
	Tests in books	5		

Table 7.4 Reading Retention--Evaluative Deivces and Materials

by English Students and Students Using English as a Second Language,
and by Large and Small Nebraska ABE Programs

	ENGLISH LANGUAGE STUDENTS		ENGLISH AS A SECOND LANGUAGE STUDENTS	
Large Programs	GED	Rank	GED	Rank
	California Reading Test	1	Iowa Tests of Basic Skills	1
	English 2200, read and study material, followed by tests	2		
	Iowa Tests of Basic Skills	3		
	Nelson Reading Test	4		
	Use sample questions and tests in which sample paragraphs and related questions are given.	5		
Small Programs	GED	Rank		Rank
	Controlled Reading Study Guide (EDL)	1		
	Oral discussion of what has been read	2		
	Overhead transparencies	3		
	Scores on GED test	4		

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this study was to deal with the question: How is the teaching of reading in Nebraska being carried out? Most of the answers to that question can be found in the twenty-eight tables in the previous chapter. Hopefully, the practitioner can glean some significant insights from data displayed in those tables. The remainder of this chapter will be an attempt to generalize on some of the findings and suggest possible implications.

As one reviews the data gathered for this study, there is overwhelming evidence that the findings of the 1970 and 1971 studies have been replicated--especially as those findings relate to the diversity of approaches to the teaching of reading. If the Adult Education instructors of the State have the skills to utilize the eclectic approach suggested by Ulmer in Chapter II, they certainly have a conducive environment in which to work.

Although there is a paucity of information available in this study regarding the GED level, there is evidence to conclude a wide range of resources are utilized at all levels of the Adult Education programs within the State. Perhaps one implication which can be drawn from this study is a need for some sort of clearinghouse or committee which could facilitate continuity as well as the sharing of these diverse resources.* For instance, the data seem to indicate that small programs do not have access to the media hardware available to larger programs. Could a procedure be identified which would allow

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*The Adult and Continuing Education Association of Nebraska (ACEAN) currently has a special task force examining the idea of how the association can facilitate clearinghouse activities in the State.

for the sharing of resources--equipment, materials people--available through the various programs? If this would be possible, it could serve as a catalytic force in the improvement of programs throughout the State and avoid fiscal waste at the same time.

Another observation which carries with it some implications is the congruency in procedures and materials used one finds with regard to the size of the programs (large or small) and the population of the programs (ELS and ESLS). These are unique groups. Future in-service training programs might want to consider this observation as a given parameter in designing such events.

As in most research studies, it is anticipated that this study will give energy to future research needs. Some suggestions are as follows:

1. An evaluation of the effectiveness of the various materials and procedures used.
2. Gather data from the students relative to preferred methodology and curriculum.
3. Conduct an action-research project which would involve the adult educators of the State in determining common goals and procedures.

The study had its limitations, but it did explore the issue of identifying how the teaching of reading is carried out in Nebraska. The real benefits will come when adult educators can apply these findings to the never-ending concern for excellence in that they are about.

APPENDIX A

Your ABE Program Location:_____

This questionnaire is divided into two sections. Answer both of them if they pertain to your student population.

Please limit your responses to the twelve MOST APPROPRIATE SECTIONS requested under each of the six major questions.

Each question is sub-divided into learning levels: please list three responses under each learning level.

SECTION I. Concerning students who use English regularly.

1. Which reading material (list specific name of the material, the publisher, and the edition) do you use in maximizing student reading progress at
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.
   LEVEL 7-8
   a.
   b.
   c.
   GED (High School Equivalent)
   a.
   b.
   c.
2. Which techniques and/or methods do you find most successful in teaching reading to adults at
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.
   LEVEL 7-8
   a.
   b.
   c.
   GED (High School Equivalent)
   a.
   b.
   c.

3. Which medium and/or piece of equipment do you find most efficient in reading progress with adults at
   LEVEL 1-3
   a.
   b.
   c.

4A. How do you measure the reading progress of your students in (be specific about procedures, observations and/or tests used)
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.
   LEVEL 7-8
   a.
   b.
   c.
   GED (High School Equivalent)
   a.
   b.
   c.

4B. Which evaluative devices and/or materials do you use regularly to measure reading progress at
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.
   LEVEL 7-8
   a.
   b.
   c.
   GED (High School Equivalent)
   a.
   b.
   c.

4C. Which evaluative devices and/or materials do you use regularly to measure reading comprehension at
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.

LEVEL 7-8
a.
b.
c.
GED (High School Equivalent)
a.
b.
c.

4D. Which evaluative devices and/or materials do you use regularly to measure reading retention at
LEVEL 1-3
a.
b.
c.
LEVEL 4-6
a.
b.
c.
LEVEL 7-8
a.
b.
c.
GED (High School Equivalent)
a.
b.
c.

SECTION II. Concerning students who use English as a second language. If you have found materials to be successful in dealing with these populations other than those cited earlier, please identify.

1. Which reading material (list specific name of the material, the publisher, and the edition) do you use in maximizing student reading progress at
LEVEL 1-3
a.
b.
c.
LEVEL 4-6
a.
b.
c.
LEVEL 7-8
a.
b.
c.
GED (High School Equivalent)
a.
b.
c.

2. Which techniques and/or methods do you find most successful in teaching reading to adults at
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.
   LEVEL 7-8
   a.
   b.
   c.
   GED (High School Equivalent)
   a.
   b.
   c.
3. Which medium and/or piece of equipment do you find most efficient in reading progress with adults at
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.
   LEVEL 7-8
   a.
   b.
   c.
   GED (High School Equivalent)
   a.
   b.
   c.

4A. How do you measure the reading progress of your students in (be specific about procedures, observations and/or tests used)
   LEVEL 1-3
   a.
   b.
   c.
   LEVEL 4-6
   a.
   b.
   c.
   LEVEL 7-8
   a.
   b.
   c.
   GED (High School Equivalent)
   a.
   b.
   c.

4B. Which evaluative devices and/or materials do you use regularly to measure reading progress at

LEVEL 1-3

a.
b.
c.

LEVEL 4-6

a.
b.
c.

LEVEL 7-8

a.
b.
c.

GED (High School Equivalent)

a.
b.
c.

4C. Which evaluative devices and/or materials do you use regularly to measure reading comprehension at

LEVEL 1-3

a.
b.
c.

LEVEL 4-6

a.
b.
c.

LEVEL 7-8

a.
b.
c.

GED (High School Equivalent)

a.
b.
c.

4D Which evaluative devices and/or materials do you use regularly to measure reading retention at

LEVEL 1-3

a.
b.
c.

LEVEL 4-6

a.
b.
c.

LEVEL 7-8

a.
b.
c.

GED (High School Equivalent)

a.
b.
c.

APPENDIX B

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APPENDIX C - A SELECTED SOURCE LIST

Adult Education Association
of the U.S.A.
810 18th Street, NW
Washington, D.C. 20006

Allied Education Council (AEC)
P.O. Box 78
Galien, MI 49113

American Education Publications, Inc.
(AEP)
A Xerox Company
Education Center
Columbus, OH 43216

Ann Arbor Publishers
Campus Village Arcade
611 Church Street
Ann Arbor, MI 48104

Barnell Loft, Ltd.
111 South Centre Avenue
Rockville Centre, NY 11570

Barron's Educational Series, Inc.
113 Crossways Park Avenue
Woodbury, NY 11570

Bremmer-Davis Phonics, Inc.
Wilmette, IL

California Test Bureau
Division of McGraw-Hill Book Company
Delmonte Research Park
Monterrey, CA 92949

Cambridge Book Company, Inc.
45 Kraft Avenue
Bronxville, NY 10708

Charles E. Merrill Publishing Co.
Subs. of Bell & Howell Co.
1300 of Alum Creek Drive
Columbus, OH 43216

Doubleday & Company, Inc.
School and Library Division
501 Franklin Avenue
Garden City, L.I., NY 11530

Educational Development Laboratories
Division of McGraw-Hill, Inc.
284 Pulaski Road
Huntington, NY 11744

Fearson Publishers, Inc.
2165 Park Boulevard
Palo Alto, CA 94306

Globe Book Company, Inc.
Sales Department - A
175 Fifth Avenue
New York, NY 10010

Harcourt, Brace & World, Inc.
Tarrytown, NY 10017

Holt, Rinehart and Winston
Subs. of Columbia Broadcasting System
383 Madison Avenue
New York, NY 10017

Houghton-Mifflin
110 Tremont Street
Boston, MA 02107

Institute of Modern Languages (IML)
1666 Connecticut Avenue NW
Washington, D.C.

Lauback Literacy, Inc.
Box 131
Syracuse, NY

Lyons and Carnahan, Inc.
An Affiliate of Meredith Publishing Co.
407 East 25th Street
Chicago, IL 60616

McCormick-Mathers Company, Inc.
300 Pike Street
Cincinnati, OH 45202

McGraw-Hill Book Company
330 West 42 Street
New York, NY 10036

Noble & Noble Publisher
750 Third Avenue
New York, NY 10017

Reader's Digest Service
Educational Division
Pleasantville, NY 10570

Regents Publishing Company
Simon and Schuster, Inc.
1 West 39th Street
New York, NY 10018

Science Research Associates, Inc. (RA)
259 East Erie Street
Chicago, IL 60611

Silver Burdett, Co.
Box 362
Morristown, NY 07960

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78767

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